



US public school system, partnerships between teacher preparation and PDSs have to be reviewed to ensure that pre-service teachers are placed in authentic environments that enable them to learn new skills as well as challenge biases and promote educational equity.

Over the last decade, there has been a strong emphasis on the impact of partnerships between K-12 schools and university teacher preparation programs (Teitel, 2003). As the demographics of student populations continue to change, educators of teacher preparation programs need to find ways to prepare future teachers to teach in diverse settings. The author hopes to stimulate further research on teacher preparation and diversity. This will also add to the literature on teacher preparation. The author also hopes to engage educators, student teachers, community workers, and families in conversations about the education of our children.

## **References**

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